

FORMING A FOUNDATION FOR READING Requires readers to develop and apply basic reading skills and strategies across genres to read and understand texts. This involves reading at the word, sentence and connected text levels.		
End of Primary	4th Grade	5th Grade
RD-P-1.1 Use word recognition strategies (phonetic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.	RD-E4-1.1 Use word recognition strategies (e.g., phonetic principles, context clues, structural analysis) to determine pronunciations and meanings of words in passages.	
RD-P-1.2 Use knowledge of synonyms, antonyms, homonyms, and compound words for comprehension.	RD-E4-1.2 Use knowledge of synonyms, antonyms, homonyms, and compound words for comprehension.	RD-E5-1.2 Use knowledge of synonyms, antonyms, and homonyms to comprehend a passage.
RD-P-1.3 Know that some words have multiple meanings and identify the correct meaning as the word is used.	RD-E4-1.3 Know that some words have multiple meanings and identify the correct meaning as the word is used.	RD-E5-1.3 Identify words that have multiple meanings and select the appropriate meaning for the context.
RD-P-1.4 Identify and explain the meaning of a word when a prefix or suffix has been added to a base word.	RD-E4-1.4 Identify and explain the meaning of a word when a prefix or/suffix has been added to a base word	RD-E5-1.4 Apply the meanings of common prefixes and suffixes to comprehend unfamiliar words.
RD-P-1.5 Recognize the purpose of capitalization, punctuation, boldface type, italics, and indentations used by the author.	RD-E4-1.5 Recognize the purpose of capitalization, punctuation, boldface type, italics, and indentations used by the author.	RD-E4-1.5 Recognize the purpose of capitalization, punctuation, boldface type, italics, and indentations used by the author.
<i>RD-P-1.6</i> <i>Make predictions or draw conclusions based on what is read.</i>	<i>RD-E4-1.6</i> <i>Make predictions and draw conclusions based on what is read.</i>	<i>RD-E5-1.6</i> <i>Make predictions, draw conclusions, and make generalizations about what is read.</i>
		<i>RD-E5-1.7</i> <i>Formulate questions to guide reading.</i>
		<i>RD-E5-1.8</i> <i>Scan to find key information</i>
		<i>RD-E5-1.9</i> <i>Skim to get the general meaning of a passage.</i>

DEVELOPING AN INITIAL UNDERSTANDING

Requires readers to develop an initial impression or global understanding of what is read. This involves considering the text as a whole or in a broader perspective.

End of Primary	4th Grade	5th Grade
RD-P-2.1 <i>Distinguish between fiction and non-fiction texts.</i>	RD-E4-2.1 Identify and describe the characteristics of fiction, nonfiction, poetry, and plays.	RD-E5-2.1 Identify and describe the characteristics of fiction, nonfiction, poetry, or plays.
RD-P-2.2 Describe characters, plot, setting, or problem/solution of a passage.	RD-E4-2.2 Describe characters, plot, setting, or problem/solution of a passage.	RD-E5-2.2 Identify or explain literary elements (e.g., characterization, setting, plot, theme, point of view) in a passage.
RD-P-2.3 Explain the main idea of a passage taken from texts appropriate for elementary school students.	RD-E4-2.3 Explain the main idea of a passage taken from texts appropriate for elementary school students.	RD-E5-2.3 Explain main ideas and details that support them.
RD-P-2.4 Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to answer questions about a passage.	RD-E4-2.4 Use text features (e.g., pictures, lists, tables, charts, graphs, tables of contents, indexes, glossaries, headings, captions) to answer questions about a passage.	RD-E5-2.4 Use text features (e.g., lists, charts, graphs, tables of contents, indexes, glossaries, captions, diagrams, headings) to answer questions about a passage.
<i>RD-P-2.5</i> <i>Locate key ideas or information in a passage.</i>	RD-P-2.5 Locate key ideas or information in a passage.	RD-P-2.5 Locate key ideas or information in a passage.
RD-P-2.6 Identify specialized vocabulary (words and terms specific to understanding the content).	RD-E4-2.6 Interpret the meaning of specialized vocabulary (words and terms specific to understanding the content).	RD-E5-2.6 Interpret the meaning of specialized vocabulary.
<i>RD-P-2.7</i> <i>Locate and apply information for authentic purposes.</i>	RD-E4-2.7 Locate or apply information for authentic purposes (e.g., following directions, completing a task).	RD-E5-2.7 Locate and apply information for a specific purpose (e.g., following directions, completing a task).
RD-P-2.8 Identify the correct sequence.	<i>RD-E4-2.8</i> <i>Explain why the correct sequence is important.</i>	<i>RD-E5-2.8</i> <i>Identify the sequence of activities needed to carry out a procedure.</i>
	<i>RD-E4-2.9</i> <i>Summarize information from a passage.</i>	<i>RD-E5-2.9</i> <i>Summarize information from a passage.</i>

Bold – State Assessment Content Statement

Italics – Supporting Content Statement

Interpreting Text Requires readers to extend their initial impressions to develop a more complete understanding of what is read. This involves linking information across parts of a text as well as focusing on specific information.		
End of Primary	4th Grade	5th Grade
RD-P-3.1 Explain a character's actions based on a passage	RD-E4-3.1 Explain a character's actions based on a passage.	RD-E5-3.1 Explain a character's actions based on a passage.
<i>RD-E5-3.2</i> <i>Explain how a conflict in a passage is resolved.</i>	RD-E5-3.2 Explain how a conflict in a passage is resolved.	RD-E5-3.2 Explain how a conflict in a passage is resolved.
	<i>RD-E5-3.3</i> <i>Identify an author's purpose in literary, informational, persuasive, and practical workplace materials.</i>	RD-E5-3.3 Identify an author's purpose in literary, informational, persuasive, and practical workplace materials.
<i>RD-P-3.4</i> <i>Identify the organizational pattern in a passage: sequence, cause and effect, and/or comparison and contrast.</i>	RD-E4-3.4 Identify the organizational pattern in a passage: sequences, cause and effect, and/or comparison and contrast.	<i>RD-E5-3.4</i> <i>Identify organizational patterns (e.g., cause and effect, comparison, contrast, sequence) to understand a passage.</i>
RD-P-3.5 Identify main ideas or details that support them.	RD-E4-3.5 Identify main ideas and details that support them.	RD-E5-3.5 Identify supporting details and explain their importance in a passage.
<i>RD-P-3.6</i> <i>Identify fact and opinion.</i>	RD-E4-3.6 Identify fact and opinion.	RD-E5-3.6 Identify fact and opinion.
<i>RD-P-3.7</i> <i>Identify information that is supported by fact.</i>	RD-E4-3.7 Identify information that is supported by fact.	RD-E5-3.7 Identify the argument and supporting evidence.
<i>RD-P-3.8</i> <i>Identify an author's opinion about a subject.</i>	RD-E4-3.8 Identify an author's opinion (bias and misinformation) about a subject.	RD-E5-3.8 Identify an author's opinion (bias, misinformation) about a subject.
	<i>RD-E5-3.9</i> <i>Identify informative and persuasive passages.</i>	<i>RD-E5-3.9</i> <i>Identify informative and persuasive passages.</i>
	<i>RD-E5-3.10</i> <i>Identify commonly used persuasive techniques (e.g., bandwagon, emotional appeal, testimonial, expert opinion).</i>	RD-E5-3.10 Identify commonly used persuasive techniques (e.g.,

Reflecting and Responding to Text Requires readers to connect knowledge from the text with their own background knowledge. The focus is on how the text relates to personal knowledge.		
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<i>RD-P-4.1</i> Connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.)	<i>RD-E4-4.1</i> Connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).	<i>RD-E5-4.1</i> Connect information from a passage to students' lives (text-to-self), real world issues (text-to-world) and other texts (text-to-text - e.g., novel, short story, song, film, website, etc.).

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Demonstrating a Critical Stance Requires readers to stand apart from the text and consider it objectively. This involves a range of tasks, including critical evaluation, comparing and contrasting, and understanding the impact of such features as irony, humor and organization.		
End of Primary	4th Grade	5th Grade
<i>RD-P-5.1</i> <i>Evaluate what is read based on the author's word choice, content, and use of literary elements.</i>	<i>RD-E4-5.1</i> <i>Evaluate what is read based on the author's word choice, content, and use of literary elements.</i>	<i>RD-E5-5.1</i> <i>Evaluate what is read based on the author's word choice, content, and use of literary elements.</i>
		<i>RD-E5-5.2</i> <i>Identify literary devices such as foreshadowing, imagery, and figurative language (e.g., similes, metaphors, personification, hyperbole).</i>